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ABSTRACT

This paper reports the results of a study of student services at Napa College (California). It was designed to obtain an expression of needs from a sample population selected across organizational lines. The semantic differential type instrument used was developed from a survey of the literature. Development and administration of the instrument and analysis of the data are appended in seven sections containing information relative to or examples of: (1) the sampling frame descriptors; (2) the research bibliography; (3) the questionnaire; (4) the questionnaire reaction form and opinion sheet; (5) the suggestions gained for each of the questions; (6) the suggestions gained in rank order; and (7) the summarized expert opinions presented, particularly regarding health services. This study indicated the major needs for student services to be academic advising, financial aids, career and marriage counseling, family planning, and health services. (AL)

ED 059719

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STUDENT SERVICES STUDY

By

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Dean of Student Services
Napa College
Napa, California

1972

JC 720 074

UNIVERSITY OF CALIF.
LOS ANGELES

APR 10 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Student Services Study

The Student Services Study at Napa College has been conducted during the 1971-72 academic year in response to apparent changing interest and needs of community college students for Student Services. The intent of the study has been to obtain an expression of needs from former students, currently enrolled students and non-student populations at the college. The latter group included parents of 18-21 year old currently enrolled students, classified and certificated staff, administrators and members of the Board of Trustees. A description of the size of the sample for each population polled, the method of selecting the sample and the percent who responded is attached. (Appendix I)

The instrument used to assess the need was a questionnaire developed from a review of current literature of student services trends and theories. The bibliography used for this review is attached. (Appendix II) Each question provided for responses on a scale of five levels, Essential to Avoid. A copy of the questionnaire is attached. (Appendix III) The questionnaire was pilot tested for clarity and adequacy by a group representative of the college population and modified as seemed appropriate. The questionnaire was distributed to persons at the college through it's mail system. All others were mailed to homes.

Responses from this survey were key punched and sorted by question and by poplation through use of the Statistical Package for Social Science at Stanford. The Data Process Supervisor produced the print-outs for this information which has made it possible to study the responses. The responses of one population can be compared with those of another population on any question. Differences in responses between populations can be acccunted for as occuring by chance only on the basis of 3 out of 100. In other words the opinion of non students on the importance of any question can be compared with the opinion of currently enrolled students on that question and the possibility that the differences of those opinions were due to chance would be 3 in 100. This .03 level of confidence is considered adequate for the use to be made of this information. The response from former students 1 in 114 does not provide this level of confidence.

To achieve this .03 level of confidence 289 responses are required. This is determined by use of a standard error of proportion formula:

$$SD_p = \sqrt{\frac{PQ}{N}} \quad .03 = \sqrt{\frac{(.5X.5)}{N}} \quad .03 = \frac{.5}{\sqrt{N}} \quad \sqrt{N} = \frac{.5}{.03} \quad \sqrt{N} = 17 \quad N = 289$$

The % of sample responding in each population as indicated in Appendix I varied from 18% to 100%.

The total responses to each question were grouped into favorable (Essential or Important), indifferent (No Strong Opinion) and unfavorable (Not Needed or Avoid). This was done by combining Essential and Important percentages and combining Not Needed and Avoid. These responses were then distributed to selected respondents for reaction and regrouping of the questions. This reaction questionnaire is attached. (Appendix IV) The respondents selected for this reaction were all of the counselors, all of the record's office staff and ten students chosen by the Board of Commissioners; 88% of the counselors, 33% of the record's office staff and 40% of the students reacted to these responses by suggesting ways by which these services could be provided at Napa College.

Verbatim suggestions obtained in this manner were then listed for each question. Statements from the open ended question 21 (Other) were also listed. These suggestions are attached. (Appendix V) The same persons were asked to review these suggestions and to indicate which suggestions seemed most feasible and rank in order of importance those services which they felt should be offered at Napa College at this time. The results are attached. (Appendix VI)

In addition to the use of this survey and a modified Delphi technique for gaining consensus, the survey and study have been discussed at weekly counseling meetings during fall and winter quarter and occasionally in Administrative Staff meetings. A group of people representing the medical profession, the teaching staff in nursing and health education, students and administrators met to consider the adequacy of the present health services and to recommend changes. A summary of their recommendations is attached. (Appendix VII)

Suggestions made by Mr. Kutch concerning facilities for student services have been considered. A modification of his suggestion to separate counseling from student records

is available in a plan to reorganize space in the counseling/records office. This plan is being developed.

As indicated in Appendix VI the major needs for Student Services indicated in this study are academic advising, financial aids, career counseling, marriage counseling, family planning and health services.

Academic Advising will be continued by all counselors, through individual and group conferences supplemented by detailed registration procedures to be available in the schedule of classes. This includes instruction for the use of the schedule of classes, the catalog, and study lists. Interested instructors in specialized areas will be encouraged to advise for their programs and to aid in career counseling.

Financial aids/job placement/veteran's counseling will be continued with the present counselor for this service. Career counseling will be developed and coordinated by a trained full time counselor.

A survey is being made of the health education classes this quarter to determine currently enrolled students' opinions of the adequacy of that course in the topics of marriage, family planning, and venereal disease information. It is anticipated that these topics may be expanded into credit classes. Appropriate reliable printed information is being evaluated for the purpose of recommending this as a source of a specific immediate resource on these topics. Health education and nursing instructors will be used as counselors in these areas as soon as they are available. These plans were recommended by the group described in Appendix VII.

It is recommended that Student Activities continue to provide opportunities for political experience both national and local and through student government. The need for listings of off campus housing is urgent. This could be handled by students in the student center.

Student's attention has been called to the current community effort to develop bike trails. It is recommended that car pool listings be maintained by students. The feasibility of a public bus service and additional school bus service will be studied for the 1972-73 school year.

Respondents' interest in expressing their opinions of education offered at Napa College is sought in various uses of Assessment Day. Concern was expressed by 80% or more of the respondents for early orientation to Napa College, an opportunity to discuss with someone areas of academic difficulty, to increase the level of confidence in academic personal and vocational ability, to provide tutoring and to improve the spirit of friendliness in contact with students. A plan to meet these needs is being developed. It is proposed that all interested instructors, counselors and administrators take responsibility for one or more sections of Psychology 75, "The College Environment". This is a one unit course meeting two hours a week designed to aid the student in understanding better the college's relationship to him. A variety of concerns will be represented. How to Study, Use of the Library, Vocational Aptitudes, Employment Opportunities in Specific Fields, General Information concerning Admission/Registration/Graduation are some which have been suggested. It is anticipated that appropriate topics and available times be identified by all staff interested in this opportunity. As each class is filled on a sign up sheet, it will be entered into the system and the students registered for that section. This effort to meet students' needs for understanding themselves and the institution, to assist them in learning and to express interest in a way that is possible in a small group available for this purpose has the potential of accomplishing these purposes and for increasing weekly student contact hours.

It is recommended that a committee responsible for standardized tests used in counseling be formed. This committee should include the career and financial aids counselors, the registrar, the Psy 99 coordinator, the Data Processing director, and the Dean of Students. This committee will assist instructors in the choice and use of tests for placement in subjects, recommend tests to be used for career and placement counseling and to coordinate the Psy 99 program.

Other items on the questionnaire produced expressions of less interest or urgency than those described in this summary. Reference can be made to these responses as appropriate issues arise. Attention will be given to them as time permits.

Appendix I

Nature and Size of Sample

	Number in Population	Number Sampled	% sample is of Population	Number Responding	% of Sample Responding	% of Population Who Responded
Administrators (Supt,Asst Supt,Asst Bus Mgr, 2 Deans, 3 Asst Deans)	8	8	100%	6	75%	75%
Board of Trustees (7 plus 1 past pres.)	8	8	100%	6	75%	75%
Classified Staff	39	13	33%	9	69%	23%
Counselors	9	9	100%	7	78%	78%
Record's Office Staff	10	10	100%	10	100%	100%
Faculty						
Adult	42	14	33%	7	50%	16%
Day	60	20	33%	12	63%	20%
Day & Extended Day	18	6	33%	5	83%	27%
Extended Day	72	24	33%	13	54%	18%
Parents of Students (btwn 17-20)	760	38	5%	27	71%	3%
	1,026	150	14.6%	102	68%	1 in 10
Former Students (Enrolled 1966-1971)	12,112	567	4.68%	106	18%	1 in 114
Currently Enrolled Students	3,730	373	10%	114	30.5%	1 in 32

All samples which were less than the total population were drawn by a random selection of the percent indicated. Although the percent of the sample responding varied in the three populations, the number of responses in each of the three were approximately the same.

APPENDIX II

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APPENDIX III

N A P A C O L L E G E

October 29, 1971

Following are listed services which may be considered a part of student services.

Please check the column under the work which describes the degree of urgency you feel in relation to the college offering these services.

	Essential	Important	No Strong Opinion	Not Needed	Avoid
1. Academic Advising (Planning a Program of Courses)					
By Counselor (Available but not required)					
By Trained Secretaries					
By Trained Students					
By Instructors					
By Use of Programmed Instruction in Use of Class Schedule and Adequate Catalogue					
By Printed Information Concerning G.E.D. Test, Requirements to Complete H.S. Diploma					
2. Assisting in Developing Experimental Courses Not Currently in the Curriculum, Such As					
Black Studies					
Chicano Studies					
Journalism					
Marriage Counseling					
Others					
3. Career Planning					
Information About Career Characteristics					
Relation of Abilities & Traits to Careers					
Vocational Testing-Interest, Aptitudes-Achievement					
4. Child Care Services					
Day Care-Supervision of Student's Children					
Nursery School-On Campus Early Childhood Education Curriculum					
5. Contact with Students After They Leave Napa College to Determine:					
Further Progress in School					
Adjustments on Jobs					
Opinions of Education at Napa College					
6. Draft Counseling					
Military					
Alternate					

- OVER -

	Essential	Important	No Strong Opinion	Not Needed	Avoid
7. Family Planning Counseling					
Birth Control Information					
Prenatal Care Information					
Venereal Disease Information					
8. Financial Aids					
Grants					
Loans					
Scholarships					
Counseling Regarding Availability of Financial Aids					
9. Health Services					
First Aid Services Available					
Health Insurance Counseling					
Medical Counseling Including Effect of Drugs					
Mental Health Counseling					
10. Increasing of Spirit of Friendliness in Contacts with Students					
11. Inter-Personal Growth Experiences for Credit with Trained Leadership					
Discussion Groups					
Encounter Groups					
Social Groups (Not for Credit)					
12. Opportunity to Consider Current Personal Issues					
Across Generation Communication					
Role of Women in Contemporary Society					
Values in a Variety of Life Styles					
Ways to Increase Level of Confidence in Ability					
Academic					
Personal					
Vocational					
Other					

	Essential	Important	No Strong Opinion	Not Needed	Avoid
13. Orientation to Napa College - Awareness of Facilities					
At end of H.S. term					
Early in first term of Napa College					
Before opening of School Term					
Discussion of Difficult Areas					
Personal					
Academic					
14. Placement in Jobs					
After Leaving Napa College					
While Attending Napa College					
15. Political Activities Experiences					
National/Local Political Activity					
Student Government					
16. Recreation					
Team Sports					
Inter Mural Sports					
Individual Sports					
Less Active Games					
17. Student Housing					
Listing of Off Campus Housing					
School Sponsored Housing					
Student Sponsored Housing					
18. Transporation					
Bike Trails					
Car Pools Listings					
Public Buses					
School Buses					
19. Tutorial Center					
20. Veteran's Services					

- OVER -

21. Other - Please list any you value that are not listed here.

Essential	Important	No Strong Opinion	Not Needed	Avoid

Please check the following information as it applies to you.

AGE	MALE	FEMALE
Younger than 18 ----------		
18 ----------		
19 ----------		
20 ----------		
21 - 25 ----------		
26 - 30 ----------		
31 - 40 ----------		
41 - 60 ----------		
Over 61 ----------		

If you cannot respond to these questions would you please check the reason and return?

Thank you.

_____ Questionnaire too long.

_____ I am not interested.

_____ I am too busy.

_____ Other. Please state:

APPENDIX IV

N A P A C O L L E G E
January 24, 1972

MEMO TO: All Counselors, Selected Faculty, Selected Students, All Records Staff and All Administrative Staff

FROM: V. Murdoff

SUBJECT: Reaction to Student Services Survey Questionnaire

Attached is a report of reponses by percentages to the Student Services Survey. The catagories of "essential" - "important" have been combined as have those of "not needed" and "avoid", to simplify analysis. Under each category please write your recommendation for how this service can be provided at Napa College and return to Dean of Student Services by Monday, January 31, 1972. Do <u>not</u> consult with anyone for a recommendation. It is important that we have <u>each</u> person's ideas without the effect of "authority", "experience", or any other influence.

Reactions are being sought from students, faculty, counselors, secretaries, and administrators. These will be compiled and returned to you to group into like reactions and then to rank in order of priority for implementation. From this cooperative decision making process we expect to derive recommendations for student services organization, for the administrative staff, and for the Board of Trustees.

Your part in this will be appreciated.

RESPONSES TO STUDENT SERVICES STUDY NC 1/24/72

	Essential or Important	No Strong Opinion	Not Needed or Avoid
1. Academic Advising			
By Counselor	92.0	5.7	2.3
By Trained Secretaries	34.6	31.8	33.6
By Trained Students	30.7	33.6	35.7
By Instructors	70.7	17.0	12.4
By Use of Programmed Instruction	64.4	24.4	11.2
By Printed Information	63.3	29.8	6.9

Recommendation: _____

_____

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2. Assisting in Developing Experimental Courses Not Currently in the Curriculum, Such as:			
Black Studies	44.1	33.9	22.0
Chicano Studies	45.9	33.9	20.2
Journalism	55.1	39.7	5.2
Marriage Counseling	65.7	25.9	8.4
Others	48.0	44.7	7.4

Recommendations: _____

_____

_____

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_____

3. Career Planning:			
Information About Career Characteristics	94.9	4.8	.3
Relation of Abilities & Traits to Careers	92.9	6.1	1.0
Vocational Testing	85.5	10.4	4.1

Recommendations: _____

_____

_____

_____

_____

	Essential or Important	No Strong Opinions	Not Needed or Avoid
4. Child-Care Services:			
Day Care-Supervision of Student's Children	47.3	30.2	22.5
Nursery School-On Campus Early Childhood Education Curriculum	51.9	31.9	16.2

Recommendations: _____

_____

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_____

5. Contact with Students After They Leave Napa College to Determine:			
Further Progress in School	49.2	31.5	19.4
Adjustments on Jobs	53.4	31.8	14.7
Opinions of Education at Napa College	76.4	16.6	7.1

Recommendations: _____

_____

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6. Draft Counseling:			
Military	63.9	20.4	15.6
Alternate	56.1	32.2	11.7

Recommendations: _____

_____

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7. Family Planning Counseling:			
Birth Control Information	86.2	9.5	4.3
Prenatal Care Information	78.6	14.7	6.7
Venereal Disease Information	91.1	6.0	2.8

Recommendations: _____

_____

_____

	Essential or Important	No Strong Opinion	Not Needed or Avoid
8. Financial Aids:			
Grants	89.5	8.0	2.4
Loans	92.0	6.6	1.4
Scholarships	94.0	5.6	.4
Financial Aids Counseling	96.4	2.5	1.1

Recommendations: _____

_____

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9. Health Services:			
First Aid Services Available	90.9	7.7	1.4
Health Insurance Counseling	62.6	28.4	9.0
Medical Counseling Including Effect of Drugs	85.8	10.6	3.5
Mental Health Counseling	77.0	19.4	3.5

Recommendations: _____

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10. Increasing Spirit of Friendliness in Contact with Students:	82.8	12.5	4.8
11. Interpersonal Growth Experiences for Credit with Trained Leadership:			
Discussion Groups	62.9	28.0	9.0
Encounter Groups	45.9	34.6	19.4
Social Groups (Not for Credit)	46.0	43.9	10.1

Recommendations: _____

_____

_____

_____

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	Essential or Important	No Strong Opinion	Not Needed or Avoid
12. Opportunity to Consider Current Personal Issues:			
Across Generation Communication	60.9	31.5	7.5
Role of Women in Contemporary Society	51.6	38.0	10.4
Values in a Variety of Life Styles	60.2	31.2	8.7
Ways to Increase Level of Confidence in Ability			
Academic	81.0	15.1	3.9
Personal	81.0	15.4	3.6
Vocational	81.2	15.5	3.3
Other	51.9	40.0	8.1

Recommendations: _____

_____

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_____

13. Orientation to Napa College:			
Awareness of Facilities			
at end of H.S. term	80.8	10.5	8.7
Early in first term of NC	74.9	13.7	11.4
Before opening of School Term	70.3	16.2	13.6
Discussion of Difficult Areas			
Personal	77.1	19.0	3.9
Academic	87.5	11.5	1.1

Recommendations: _____

_____

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14. Placement in Jobs:			
After leaving Napa College	72.2	19.1	8.6
While Attending Napa College	88.9	9.1	2.0

Recommendations: _____

_____

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_____

	Essential or Important	No Strong Opinions	Not Needed or Avoid
15. Political Activities Experiences:			
National/Local Political Activity	66.9	23.0	10.1
Student Government	72.3	20.4	7.2

Recommendations: _____

_____

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_____

16. Recreation:			
Team Sports	65.9	27.6	6.5
Inter Mural Sports	65.1	28.8	6.2
Individual Sports	62.5	33.3	4.1
Less Active Games	39.4	47.0	13.6

Recommendations: _____

_____

_____

_____

_____

17. Student Housing:			
Listing of Off Campus Housing	93.5	5.4	1.0
School Sponsored Housing	61.3	25.8	12.9
Student Sponsored Housing	49.6	35.1	15.2

Recommendations: _____

_____

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18. Transportation:			
Bike Trails	80.5	15.0	4.5
Car Pools Listings	79.9	17.3	2.8
Public Buses	79.5	16.4	4.1
School Buses	75.6	15.5	8.8

Recommendations: _____

_____

	Essential or Important	No Strong Opinion	Not Needed or Avoid
19. Tutorial Center:	84.9	12.7	2.4

REcommendations: _____

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20. Veteran's Services	83.6	14.3	2.0

Recommendations: _____

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APPENDIX V

1. ACADEMIC ADVISING

Counseling location should be separate from registration.

Academic and vocational counseling preferable on a one to one basis - more personal and concentrated.

Present arrangement essential

Priority #1 for counselors - optional for students

Instructor/coordinators of technical programs, plan these with students

Use trained students becuase they can bridge the gap of an instructor's peer image

Trained students

Advisement should be assigned to counselors who express a press

Should have full-time counselors. The faculty should have hours set aside besides their regular office hours. during which time they can aid students who need academic counseling and also use the time to keep up on the "happenings" in their fields.

Counselors trained in program planning must be available to day and extended day students. Instructors, college catalog, and schedule of classes should be used. Instructors in certain fields and those with below minimum teaching loads could be considered for part-time academic advising under the supervision of the head counselor.

Counselors with experience, not necessarily with a degree, use of programmed instruction and printed information may help to lift the burden on the counselors.

Students should be allowed to see any counselor available; when it is not peak counseling period and counselors are available; when student is working or has a class during their counselor's hours; if student requests a certain counselor the counselor should be consulted, otherwise the student should be referred to one available. There should be a suggestion box where students are encouraged to place comments directed at specific counselors or the counseling services in general with positive and negative comments. All suggestions must be in a sealed envelope available at the box and addressed to a specific counselor or to the Dean of Student Services if they are general comments. Counselors should also report to their secretaries whenever they are absent from their office during their counseling hours.

It looks to me as though there is evidence that Instructors could assume advising capacities for programs we have here on campus and that the use of adequate printed information is wanted.

The idea of incorporating academic information into new catalog is good. Maybe students can do their own counseling with handouts.

Catalog could do much of this. I really don't have any novel suggestions.

Peer Counselor Service

Could be done or partly done by qualified faculty. Could create a course so that ADA could be increased, say a course "Ed & Vocational Planning" to be arranged, one or two units of credit.

2. EXPERIMENTAL CURRICULUM

Marriage and family course in psychology division

Marriage counseling in health services

Hoyos, Alvarez, and courses developed by John Mehrens are adequate

Marriage counseling first, Chicano studies second

Marriage counseling - Rocky Ruggiero may be interested - is qualified. I believe Family Life Education A,B,C, (3 quarters) could be added here. Black & Chicano Studies use of non-credentialled staff could be explored.

A course in Marriage and the Family should be added to the curriculum perhaps in Extended Day.

Black Studies - have a relevant Black professor. Napa College needs a change in it's teacher picture to have more varity. Marriage counseling is awfully needed, taught by a doctor or psychologist - make the instructors relevant to the subject. Most of all the Chicano and Black studies.

What about offering some of these as mini-courses? Would be a good way to gauge their popularity before offering full-blown courses in these areas. Also kind of an interesting way to introduce mini-courses to the students.

Request sign up to find out who would positively take each course.

3. CAREER PLANNING

More brochures and up-dated information at hand.

Student should be given chance to go into field if he is not suited, but under controlled conditions.

Bob Covey & Mrs. Dallas should be given time to develop a career planning center with a testing center, Psych 99, and a place to collect, exhibit, update this information. Conduct career days on campus. Arrange field trip tours of careers, etc. Close touch with high schools plus employment trends locally and thru out Calif.

I want to know what I need to get into a career.

This could be by course "Vocational Planning", by testing including GATB with interpretation, and by assigned vocational counselors. Expansion of vocational information by printed material, slides with tape narration, movies, all able to be checked out at A.V. is needed. CAI is good in this area. Could also be by Field Study visits for credit to vocational areas.

Have instructors in each department keep up on what's happening in their career field.

A trained vocational counselor must be made available to day and extended day students.

One of the present academic advisers should work closely with this couselor to develop materials, present materials to groups and conduct vocational field trips. This counselor must be skilled in testing, also.

Vocational testing is a must! Possibly make information on careers and the abilities required into several credit, non-credit classes. Job careers are important and the business department must bridge that gap between employer and employee so that people will know what job they can obtain.

Testing should be required of all entering freshmen. Vocational and career counseling should be done during slack counseling periods by each counselor. Counselors should be able to get current information on jobs, fellowships, special government subsidized programs, etc, from some central source.

Anything in the Vocational area need tremendous improvement and expansion, need an official testing office associated with a graduate placement service to students completing degrees at Napa.

Vocational testing - New ACT. More printed material available.for students to pick up. Also I like the idea of films (video tape). "Film of Career Characteristics of Wildlife Management will be show today from 12:00 - 12:15 in little theater", for example. I think it would sell.

Develop a center of career information - library.

4. CHILD-CARE

Combine nursery school program with day-care program

Already moving in this direction

Coordinate with ECE program. Some fee for users but college should supplement (financially) this program because it can bring new students to the college

This probably does not reflect the need because those who may most need this service were not surveyed because they are non-students under 30 at present.

Just take a survey of our students. I feel it is those who don't attend, or don't have the problem of needing a child care center, that would have no opinion or be against it.

Day care for children of students enrolled in college should be made available with the ECE program if it is moved onto campus.

If the current 4-8 year old "Early Education" program materializes, priority should be given to children of students enrolled in college.

Should be coordinated with present programs in early childhood education.

Mrs. Hagedorn's classes would come into this category. Possibly former students who have raised their families may find time to be helpers or aids in the nursery schools on campus. Bring the mothers to Napa College to help and possibly they will decide to attend Napa College at night or part time in the day.

There doesn't seem to be any clear cut opinion but I feel a Nursery School as part of Early Childhood Education is manditory.

Important as I feel this is I have no idea how to make it work. Seems to me the problem is where to house it. The Kennedy Park Center (or whatever that thing is) would be ideal (with some work).

This must be adequately supervised by a qualified person.

5. FOLLOW-UP STUDIES

Coordinate with career planning - adjustments on jobs.

Questionnaires and personal follow-ups in community and in the High schools that we serve - opinions of education at Napa College

Have Dean of Instruction visit various campuses.

Use University and State College GPA reports

Use this questionnaire method

Arlin Taylor on adjustment on jobs.

Add - relevancy of Napa College courses, effectiveness of counseling in relation to four year college/work/life in general, "holes" in what Napa College offered.

Send surveys to students two years after leaving Napa to see what things they learned at Napa helped them the most, and what things they should have had but were unable to obtain here.

Contact with former students helps to understand what they didn't receive or too little of at Napa College that would have better helped them. Professional studies may be of help by Mr. Paterson or whoever to understand the needs of the former student.

Interviews and letters.

This is a rough one - don't know if we can do more than we've tried to do. Might have a separate questionnaire attached to graduate petition form for student to fill out or back of present sheet. That way we'd catch many of them before they get away.

This kind of institutional research could be expanded.

6. DRAFT COUNSELING

Not needed

Information from local draft board

Tell it like it is and isn't

Could be an aspect of veterans counselor (Jerry) because he knows more about veterans benefits and problems both of which are part of draft counseling.

Current information concerning military obligations, opportunities and alternate services should be available in the office of the career counselor in written form.

Some high schools have courses on the Draft now. Local Army and Navy representatives could be used to form some basic draft counseling. This should be on Napa College, it's pertinent to the times.

Hand-outs should do it.

7. FAMILY PLANNING

Develop in a "Marriage and the Family" course

Should be deeply planted (?) in the high school

Health Education classes

Coordinate "College Environment" into this area

Add a course " Marriage & Family Planning"

Coordinate with Health Education classes

Marriage counseling and health services. Could be combined into this facility under jurisdiction of Health Occupations coordinator.

Part of Family Life Education Course? Use of OEO Family planning service to meet on campus regularly for information aid service.

This information could be included in our Health Depart - if we ever get it. Otherwise through the use of speakers on campus.

A survey of the Health Education Classes must be conducted this quarter to determine the adequacy of these classes in these areas.

This need should be studied by a Health Services Committee.

Health Class substitute, but nursing and doctor's help on this family planning counseling would help. Bring the community into this.

No ideas except Health Education should do all of this and enrollment here is heavy.

This and marriage counseling might be part of Health Education or a Clinic on campus.

Definitely belongs in Health Education area. I think it's a crime that we require students to take that course as it's presently taught when there's so much those PE people could be doing with it. (Sorry. Had to get that off my chest.)

Very necessary especially with current social problems.

This too should be supervised by qualified people.

8. FINANCIAL AIDS

Print-out available to students of the various types of financial aids programs available.

Use Jerry Somerville and the information we are sent.

Organization okay as it is.

Use job placement coordinator to relieve present work overload.

Catalog should outline all these services. Jerry does a fine job. Placement/Job finding services should be explored - local employment agencies may find it possible to be on a job finding/promoting committee. Mrs. Elledge Madona is especially cooperative.

We could use more scholarships.

Assistance to the present certificated finalcial aids counselor should be made available to assist with job placement, scholarships and loans. This could be a counselor presently assigned to academic advising.

The amount that Mr. Somerville has in his financial aids work will double in the next few years and Napa College must be ready for the influx. Most students felt these aids are very necessary, I agree. Making aids (loans, scholarships) available will bring more students to Napa College. Promote the financial aids in brochures to area students and out of state students.

Looks like this is very important - this and career and vocational services to me go hand in hand. I feel we need to devote more counseling time to both areas, financial aids and career counseling.

I think this information should be made available to all counselors - not just Somerville. Students just aren't aware that aid is available. How can we inform them if we don't know what is?

9. HEALTH SERVICES

Incorporate into Health Occupations program on campus

Coordinate under Family Planning

An "on call" psychiatrist or pyschologist should be included in this area, with appointments for referalls available on campus when possible but referal to off campus needs should also be used.

When and if Nursing Program is brought on campus First Aid should be taken care of.

Drugs in Health Education.

Jack Henderson volunteer for Mental Health Counseling

Man, Get it! Here on campus.

First Aids Services in more than one location on campus. Health Insurance part of Family Life Education and add Life Ins. Use of PE instructor to provide this service? Medical counseling including effect of drugs- counselor assigned to this should be required to take continuing education in drup field, including visits to Synanon, Napa Family, Chrysalis House, etc. Mental Health Counseling - Personal counseling that requires therapy should be referred to Mental Health Clinic with whom we should have agreement.

We should have an R.N. on campus at all times - with adaquate facilities to handle normal emergencies.

Someone in P.E. or Nursing should be available for first aid and to coordinate referral services to medical aid.

Mental health counseling and referral should be continued and expanded to group counseling

A nurse is needed on Napa College to give first aid and other medical purposes. The nursing program could be vital here, along with doctor and psychiatric counseling from the State Hospital when a student deserves it.

Should hire Nancy Gressinger, Combine with family planning. Handle with Short courses.

Definitely need a First Aid station of some sort. Do we have any first aid equipment on campus? This might be part of Health Education Department or Clinic of some sort.

Sorry - I'm doing what you said not to do - dumping all this in the Cap of PE & Health Education where it belongs.

Absolut ely needed on campus

Faculty could certainly help here.

10. Friendliness

Better and more effective means of communication - a sound set of priorities - direction goals, thus relieving unnecessary tensions and anxieties.

11. INTERPERSONAL GROWTH EXPERIENCES

Sell Psych 75 better

Discussion groups required for low ability Freshmen students?

Higher level "sociology supported" group experience class

Any seminar should contribute to this area

All you have to do is get the teacher off of his pedistal, man, put him in casual dress, no ties or sports coats, that's pussey, and then get him to circulate on campus with the students

Discussion groups and social groups needed.

Encounter groups could be used in personal counseling, marital counseling, drug counseling, etc. Needs trained facilitator.

Consider later after areas of higher priority have been developed.

Teachers and counselors interested in this should get together.

It is necessary to reach the introverted student - but at times encounter and social groups can scare them away. Friendship and contact with the student whether via teacher, counselor or peer, it will be better suited to the introverted student if contact is down to a small level maybe 1 or 2 or 3 contacts.

This campus - both students and faculty are dead to each other. This is not in my opinion a friendly or warm campus to be on. There needs to be more of a togetherness and cooperation developed. It needs for each of us to go out to other people in a warm and welcome way. By that we generate warmth in the other person who can do the same for others.

I still think we'd all benefit if such groups were required of all incoming freshmen. (ADA push part time students nearer full time, etc.) Give them a choice - as I mentioned when reporting on the conference at West Valley.

Probation, Honors students could take ed-voc planning course on a to be arranged arrangement and build ADA while doing group counseling and using mid-term progress reports.

12. PERSONAL ISSUES

Make them into courses.

Coordinate with Interpersonal Growth Experiences

The individual must be actively involved and have experiences that he feels have provided improvement.

Appropriate levels for course work, Psych 75 and individual counseling and possible referral.

We have more important things to consider than these debatable subjects.

Academic - Personally supervised individual instruction with programmed text (positive reinforement of small successful steps) Personal - personal counseling, Vocational - testing and counseling for matching interest and ability. Increase in evening session courses with good publicity such as that which advertised the evening program and later full page coverage.

Increased confidence in academic ability can come from adequate instruction, tutoring by instructors and/or students and diagnosis and correction of learning disabilities. Confidence in vocational ability can come from adequate vocational testing, counseling, identification of goals and direction in achieving them. Personal confidence is likely to occur when academic, vocational, and social confidence is adequate.

The ways that Napa College can increase the levels of ability in the academic and personal level is fundamentally needed even at the high school level. If counselors or other administrators could encourage the high school student and the college student to be more confident in classes by one-to-one tutoring, small discussion sessions, visits to the high school, and through the psychology classes.

There should be a short course for Ways to increase level of confidence in ability, etc. It should also include study techniques, etc. It should be part of a series of short courses available to the student.

This last area seems to indicate a need for that course on group get-togetherness and how to tackle school and adjust to it and change it - "How to servive as a single student while going to school".

Here again I favor the required one unit course. Wait a minute. Maybe instead of requiring it of entering students we could make it a graduation requirement. That would give them a chance to look around a bit and find an area of interest rather than pick at random. Take it any time they find something that fits their needs.

Certainly could call it a course to be arranged and variable units of credit.

13. ORIENTATION

B.O.C. and all other populations on specific dates satisfactory to high school and college

Emphasis on the students to help! We are your best ambassadors.

Information booth here, at high schools.

Resumption of orientation at beginning of fall quarter.

More contact with high schools.

Coordinate with Interpersonal Growth Experiences.

At end of high school term - discussion of difficult personal areas (freshmen)

Required for low ability freshmen students. Also a higher level "sociology supported" group experience class. Any seminar should contribute to this area. Coordinate with Interpersonal Growth Experiences.

Make sure our counselors hold sessions at the high school informing the students about the college. Orientation of new students should occur during late spring semester followed by registration during the summer and fall.

There should be a film on this as well as large general orientation meetings in the little theater as part of the counseling and registration procedure for entering freshmen. Students should write questions to send up to podium to be answered like we used to do it.

Before entering Napa College orientation week may be of service. A few days of speeches, workships with BOC members, counselors, teachers. Bring the high school student to Napa College's activities on personal and academic areas if the student needs help and wants it he will find that help. If he doesn't he won't try. A service may help, but don't expect him/her to come.

I believe our system of meeting in groups with freshmen and then individual counseling helps in this direction. Handout up-to-date brochures is essential.

At end of H.S. term - Campus Day - group meeting, tour, lunch ! Early in first term of N.C. - group meeting, tour, welcoming tea! Before opening of school term - open house - weel publicized. Discussion of difficult areas; personal - OD counselor every hour and "Crisis" number with counselor immediately available on request and group sessions. Big Brother/Sister idea (worked in England). Academic - counselor and instructor - advisor.

Maybe we could make some use of the Little Theater. Make use of audio-visual aids, etc. (I've suggested all this before so won't go into detail here.)

Could be a course as well as group counseling - to be arranged and variable credit.

14. JOB PLACEMENT

This is a full time job.

Full time work experience coordinators to work with all tech programs and coordinate with follow-up programs. Could also assume responsibility for career planning.

Very much so, but at all levels of the State of Calif and boardering states.

Make thc community aware of the fact that jobs are desperately needed - and inform them of the many qualified people here who must have a job ($) to stay in school

Combine with Financial Aids

Most business colleges supply job counseling and this should be included which and after attending Napa College. Possibly a business professor would teach a credit or no-credit course on the basic etiquette for obtaining a job.

Should be a job placement center.

this takes full time effort. Great if we can afford it. One person developing jobs would certainly help.

Placement in Jobs after leaving Napa College desirable but even 4 year schools can't do it now. While attending Napa - beat the bushes to find available jobs. That's all I would know to do. If we had someone working on financial aids exclusively (poor Jerry) he/she would be the likely person to do it.

Institutional research needed here - maybe a post card like Chabot uses.

15. POLITICAL ACTIVITIES

Student government effective in raising student morale, enthusiasm and involvement and as basis for communicating wants and needs of various student populations.

I assume this is being done.

It depends on the group in office and the capability of the ASB President

With the 18 year old vote discussion of issues on campus in debate, panel or lecture will be essential

Promote political speakers appearing on our campus, with all different view points.

Why student government is such a failure in Napa College is because the student only confronts politics and he/she never gets involved in it. The BOC is trying to get those people involved, but help must come from the administration and faculty. It seems to be the age, all forms of politics are referred as pulls for power and forces. There is no respect nationally for politics it only comes individually. National/ local politics is more catchy because now there is more power yielded and more corruption.

16. RECREATION

Do it, but it's difficult because of a commuter school

Don't push until facilities become avilable.

More Intra-Mural

I am not convinced that these are needed. This is probably due to my English education where sports emphasis was token. Yet I feel that I am probably not very perceptive in this area and cannot see all the implications of less sports involvement for community college predominately part-time students.

Until the gym is built there is not enough areas for individual sports or team sports More open courts for volleyball, soccer are needed.and with this sports can be a big thing. Push it from the PE department because the physically fit students are the better students in the classroom.

I feel there needs to be more Intra-mural sports on campus and I am willing to develop such a program or be part of such a program. This may be one of the ways to bring people of this campus together.

More of everything except team sports. Nothing we can do here without expanded PE facilities. I definitely like idea of Intra Mural.

17. HOUSING

If we had the money, student housing should be resumed.

Coordinate with Financial Aids, vet, etc. Effort needed in this area . Plan ahead for college housing

Boy, do we need it. Get some on campus!

Mr. Sal Gomez MDTA Director has often expanded on how this could be implemented. Suggest someone listen to his ideas on campus housing.

List of off campus housing

Standards for acceptable housing should be developed and listed.

Codes of acceptable student behavior for referrals should be developed and listed.

Lists should be maintained in the Student Activities office.

The community should be involved in this.

With school sponsored housing students would be close to the campus for activities, more out-of-city and out-of-state students would come to Napa College. School sponsered would be wiser at first than student sponsored. This housing (dorms, residential halls, etc.) must be available in the next 5 years at Napa College, make room for it.

A real bomb once we start this but maybe it is manditory.

Listings of off campus housing definitely needs to be improved. More contact with community sourses and a development of a resourse file of possible housing needs to be done.

Definitely need more of campus housing listings - maybe publicity via Register, radio to effect that we're looking for such. Make public aware. I don't think a community college our size should tackle school or student sponsored housing

18. TRANSPORTATION

A car pool listing - a card filled out for those interested filing their study lists would serve as initial introduction -those interested would use this card file.
Public buses - hourly buss service needed and 7 and 10 at night

Make sure the buses heep running - we could use some means of transportation at night also.

Car pool lists could be developed during registration in student activities office and lists maintained there

Bike trails and adequate bus service should be studied and findings implemented by the Ad Staff and Board of Trustees.

There should be a central clearing house for students needing rides and others willing to give rides in student center. We should insist on better bike trails to the J.C.

Ah! More transportation to and from St. Helena! Transportation is most important to gain more students. Possibly more public buses would enable senior citizens who don't drive passage to and from Napa College.

Car Pools listings would be simple. Seems to me bike trails and public buses involve the city planning.

19. TUTORIAL CENTER

In conjunction with Learning Resource Development Center and Mrs. Terrace and Mrs. Hagedorn's classes.

Handle through BOC with faculty assistance

Closer touch with academic advisers needed

A full-time person is needed

Student pay for student's tutors

Teachers should recommend students to center

Combine skills center with tutorial center

Absolutely essential, close to mainstream of campus life, with close involvement of faculty with student even when CAI is used. The computer/program test can only assist us not do the job for us.

There should be a central place where students needing help could drop in any time and there should be students and/or faculty available to help them. It would take a paid secretary to coordinate the program.

Beneficial! Make these centers available; but not mandatory. Napa College student tutors who receive credit or possibly money for their time. It will give more students jobs, more students will get experience if they plan to be teachers. Don't forget the teachers; they may want to tutor too.

A think this needs real attending. We need "ball of fire" here plus some money to offer tutoring. It would cut that drop rate I am confident.

Lets see what happens with the basic skills center.

If they haven't got it by its time they get out. Hang it up. But ours is operating very well.

It is being handled adequately.

Under financial aids

Good as they are with the addition of evaluation of interest and ability and vocational counseling available on request and available both day and night. Maybe a group for returning veterans would help. A Vietnam veteran has serious difficulty decelerating. It is my experience that this takes a minimum of 9 months and often longer. Civilian life's relaxed pace is strange, values seem misplaced, use of time seems wasteful, etc. A group may help.

We already provide services in this area - to me it seems adequate now and it should be kept as part of the regular service of the Financial Aids office.

None - Though I have had suggestions from veterans re: establishing a veteran's club and some kind of social organization. Seems reasonable - they do have other values, etc, than the 18 year old freshman from high school.

APPENDIX V-A

Responses to question #21 - Student Services Survey - Questionnaire

COUNSELING:

1. Student draft deferments - Legal counseling other than on draft.
2. Information about educational institutions students may wish to enter after Napa College.
3. Information on Graduate Schools.
4. Information on supply and demand of people in different occupations.
5. Communicating the value of a Junior (Community) College education to High School students; ie. the financial, pre-university, pre-state college training, maturing elements involved.
6. CLEP info desiminated to all vocational and veterans students.
7. Students ability to steer his own course in education.
8. Competant academic counseling towards upper division work at N.C., State Colleges, etc.
9. Detailed advise on 4 year college to transfer to.
10. State college and University attendance. If possible, I think it would be a good idea for Napa College to have someone who has graduated from either the state college or university system to let students know what is happening there.
11. Informed counselors - academic advising (required) by trained advisors.
12. MDTA type programs (even not under MDTA, but maybe through Dept. of Voc. Rehab.) For Voc. Rehab. type people - Napa State Hospital patients or economically disadvantaged and Spanish speaking.
13. Need for more trained personnel for guidance of minorities.
14. Full-time counselor with time to keep informed on all areas which students seek help in - perhaps counselors who specialize in different areas - such as psychologists, vocational and academic oriented counseling - as well as people well informed on needs of students with personal problems.
15. Simple, concise, and to-the-point counseling and help.
16. Counselors need to show more interest and concern for each individual student and give better service than present.

COUNSELING - Con't.

17. Outline listings for entrance to "all" California Universities.

18. Heads of Departments - offer counseling/discussion for people in their majors. Ex. Dr. Fromke - David Kafton.

CURRICULUM

1. I feel it is a grave mistake not only for Napa but for the Community College system to neglect the Home Economics field. All females at Napa will be consumers of the future and responsible for the quality of their families' home life. They are receiving no instruction to prepare them for this. I also feel the courses are valuable to the community for women who are returning to school.

2. More academic adult classes in morning hours such as typing, bookkeeping, library, etc.

3. Courses in viticulture and enology.

4. Courses in human reproduction, physiology, embryology and genetics.

5. More sophisticated electronics classes, stay away from the high school level.

6. Larger Philosophy Department.

7. More Social Science classes.

8. Trade - vocational or terminal education: dispelling the Rauseau-Dewey - P.T.A. Democratic idea that all students should be considered B.A., M.A., PhD. bound.

9. More and complete Data Processing plus various "machine" training.

10. Simplified, everyday gardening classes.

11. Improvement of art facilities (notably ceramic potters' wheels are lousy!

12. Nursery School on campus so important, as if the students could see a toddler as a real person rather than a "cute baby" - perhaps this could be a form of birth control in itself when the student is married and planning a family of her own - if they do have the family they at least know what to expect! Too many of todays young adults go into a marriage and family blind!

13. To help girls be more interested in careers: Like going into secretarial work or airline stewardess or give courses of poise + courtesy.

14. I do not feel that P.E. should be a required course for college students.

15. Drug abuse course.

16. For the young ladies who will be homemakers, no matter what other field they may enter, I would like to see some Home Economics classes.

CURRICULUM - Con't.

17. Advanced technology class.

18. Availability of teachers for extra help in their classes.

19. Better communications between allied Health Dept. of college and the college proper. On campus Allied Health Dept. facilities.

20. More money available to Music Department.

21. Better choir teacher.

22. Need for remedial English or English as a second language - program for Mexican students.

23. Development of general problem-solving abilities (parameter formulation), including workshops.

24. More individual study.

25. More vocational classes that can get you a job as soon as you're trained.

26. Question #2 - outside "experiemental" courses are not effective unless transferrable. I feel the main goal is higher education - on to universities. All students need transferrable units.

GENERAL

1. A room (or more than one) for lectures (educational) for groups from the community.

2. Avoid student government.

3. A course dictionary that tells about each teacher and how he teaches his course and what he offers in his course to allow students to pick the type of course that they could benefit from most.

4. Something has to be done to get Napa College students together. Too many come for <u>just classes</u> - college <u>is</u> more than just classes!

5. Most of the services listed are important for any higher education institution - difficulty lies in establishing priority.

6. Less expensive books.

7. The questionnaire was beautiful - you should send out to old people over 61.

8. Better questionnaire - It's hard to understand.

GENERAL - Con't.

9. More communication between students and faculty members.

10. Student appearance - encouragement by college.

11. The responsibility and involvement of students in a campaign to have school bonds passed - P.R. info, etc. - to get the word to interested voters.

12. Some academic classes extended to two quarters as they are definitely overloaded. Students don't have a chance to really learn the material.

13. I feel all important areas were covered well.

14. Everything I can think of has already been included.

15. The major problem may be HOW can their services be provided rather than WHAT should they be ----

16. Please continue give out this kind of questionnaire - I feel it is essential.

17. I think the Community Service Office is a great help. More people should know about it. I didn't know about it and how it worked till this year. The same with the deans. Many people don't know they are in charge of instruction.

18. Integration of courses between Day & Extended Day.

19. Extended Day faculty in Faculty Senate.

20. Extended Day faculty to receive treatment equal to day faculty in all matters.

21. More involvement of Extended Day faculty in School and Student Administration.

22. The school board should start thinking about enlarging Napa College for future enrollment of students. "Don't let the college get smaller than the student body".

23. Public information regarding facilities and courses.

24. Health foods in cafeteria or for sale on school grounds.

25. Signed evaluations of teachers by the students which are considered as good opinions and which are evaluated accordingly.

26. Teacher patriotism - behind the government who is for our country, without militants who want to overthrow the government, and our freedom.

27. Access to cafeteria/vending machines during AD classes.

28. If possible a class to teach respect of people, property and ideas different than their own.

STUDENT ACTIVITIES

1. Larger area for student parking.
2. Paved student parking lot in north end of campus.
3. Noon music in the essential park.
4. Would like to see Junior College students, male and female, rap with Jr. High and High School students, as a regular once a week course, on drugs, teenage problems, growing up, etc. Big Brother-type of counseling.
5. A change in league, coach, districts, or whatever steps must be taken to make Napa College competitive in athletics.

PART-TIME

1. Am not that well versed in your curriculum. One evening class - do not feel qualified to answer.
2. Wider assortment of classes for night students.
3. Some changes are needed in the offering of credit in some night classes. On some classes it might be preferred to have credit optional by the student. Important Example: North Bay Wind Ensemble.

REGISTRATION

1. Nicer secretaries.
2. Capable secretaries.
3. Efficient Registration Procedure.
4. Trained and courteous secretaries.
5. Friendly and sympathetic clerical help.
6. Simplified - organized - efficient - effective registration procedures.

HEALTH EDUCATION

Birth Control Clinic with few or no obligations or restrictions under a qualified gynocologist. I met, became engaged, pregnant, and married (in that order) while attending the J.C. My husband and I recently spent part of our 5th anniversary celebration on campus, but perhaps if there had been such a free clinic then our lives might have been still together but better for each other and our three children

APPENDIX VI

Grouping of Responses Rated as Important by Eighty Percent or More of the Respondents to the Student Services Study from Selected Participants

There was little uniformity in manner of response by these participants to the reactions in the previous iteration. Each question is listed below with the suggestions rated by these participants, but not in complete order of importance.

ACADEMIC ADVISING

Should have full-time counselors. The faculty should have hours set aside besides their regular office hours, during which time they can aid students who need academic counseling and also use the time to keep up on the "Happenings" in their fields.

Counselors trained in program planning must be available to day and extended day students. Instructors, college catalog, and schedule of classes should be used. Instructors in certain fields and those with below minimum teaching loads could be considered for part-time academic advising under the supervision of the head counselor.

Students should be allowed to see any counselor available; when it is not peak counseling period and counselors are available; when student is working or has a class during their counselor's hours; if student requests a certain counselor the counselor should be consulted, otherwise the student should be referred to one available. There should be a suggestion box where students are encouraged to place comments directed at specific counselors or the counseling services in general with positive and negative comments. All suggestions must be in a sealed envelope available at the box and addressed to a specific counselor or to the Dean of Student Services if they are general comments. Counselors should also report to their secretaries whenever they are absent from their office during their counseling hours.

Peer counselor service.

Counseling location should be separate from registration.

Academic and vocational counseling preferable on a one to one basis - more personal and concentrated.

Use trained students because they can bridge the gap of an instructor's peer image.

The idea of incorporating academic information into new catalog is good. Maybe students can do their own counseling with handouts.

Could be done or partly done by qualified faculty. Could create a course so that ADA could be increased, say a course "Ed & Vocational Planning" to be arranged, one or two units of credit.

CAREER COUNSELING

Bob Covey & Mrs. Dallas should be given time to develop a career planning center with a testing center, Psych 99, and a place to collect, exhibit, update this information. Conduct career days on campus. Arrange field trip tours of careers, etc. Close touch with high schools plus employment trends locally and through out California.

This could be by course "Vocational Planning", by testing including GATB with interpretation, and by assigned vocational counselors. Expansion of vocational information by printed material, slides with tape narration, movies, all able to be checked out at A.V. is needed. CAI is good in this area. Could also be by Field Study visits for credit to vocational areas.

Vocational testing is a must! Possibly make information on careers and the abilities required into several credit, non-credit classes. Job careers are important and the business department must bridge that gap between employer and employee so that people will know what job they can obtain.

Anything in the Vocational area need tremendous improvement and expansion, need an official testing office associated with a graduate placement service to students completing degree at Napa.

Vocational testing - New ACT. More printed material available for students to pick up. Also I like the idea of films (video tape). "Film of Career Characteristics of Wildlife Management, will be shown today from 12:00 - 12:15 in little theater", for example. I think it would sell.

CAREER PLANNING - cont'd

Have instructors in each department keep up on what's happening in their career field.
Develop a center of career information - library.
More brochures and up-dated information at hand.
A trained vocational counselor must be made available to day and extended day students.

FINANCIAL AIDS

Print-out available to students of the various types of financial aids programs available.

Catalog should outline all these services. Jerry does a fine job. Placement/Job finding services should be explored - local employment agencies may find it possible to be on a job finding/promoting committee. Mrs. Elledge Madona is especially cooperative.

The amount that Mr. Somerville has in his financial aids work will double in the next few years and Napa College must be ready for the influx. Most students felt these aids are very necessary, I agree. Making aids (loans, scholarships) available will bring more students to Napa College. Promote the financial aids in brochures to area students and out of state students.

We could use more scholarships.

Assistance to the present certificated financial aids counselor should be made available to assist with job placement, scholarships and loans. This could be a counselor presently assigned to academic advising.

I think this information should be made available to all counselors - not just Jerry Somerville. Students just aren't aware that aid is available. How can we inform them if we don't know what is?

JOB PLACEMENT

This is a full time job.

Make the community aware of the fact that jobs are desperately needed - and inform them of the many qualified people here who must have a job ($) to stay in school.

Full time work experience coordinators to work with all tech programs and coordinate with follow-up programs. Could also assume responsibility for career planning.

Most business colleges supply job counseling and this should be included while and after attending Napa College. Possibly a business professor would teach a credit or non-credit course on the basic etiquette for obtaining a job.

Should be a job placement center.

Institutional research needed here.

VETERAN/DRAFT

Good as they are with the addition of evaluation of interest and ability and vocational counseling available on request and available both day and night. Maybe a group for returning veterans would help. A Vietnam veteran has serious difficulty decelerating. It is my experience that this takes a minimum of 9 months and often longer. Civilian life's relaxed pace is strange, values seem misplaced, use of time seems wasteful, etc. A group may help.

None - though I have had suggestions from veterans re: establishing a veteran's club and some kind of social organization. Seems reasonable - they do have other values, etc. than the 18 year old freshman from high school.

We already provide services in this area - to me it seems adequate now and it should be kept as part of the regular service of the Financial Aids office.

FAMILY PLANNING COUNSELING

Develop in a "Marriage and the Family" course.
Health Education classes
Add a course "Marriage and Family Planning".
Coordinate with Health Education classes.
Marriage counseling and health services. Could be combined into this facility under jurisdiction of Health Occupations coordinator.

HEALTH SERVICES

An "on call" psychiatrist or pyschologist should be included in this area, with appointments for referrals available on campus when possible but referral to off campus needs should also be used.

Incorporate into Health Occuations program on campus.
Coordinate under Family Planning.
When and if Nursing Program is brought on campus First Aid should be taken care of.
Drugs in Health Education.
Man, Get it! Here on campus.

First Aid Services in more than one location on campus. Health insurance part of Family Life Education and add Life Ins. Use of PE instructor to provide this service? Medical counseling including effect of drugs - counselor assigned to this should be required to take continuing education in drug field, including visits to Synanon, Napa Family, Chrysalis House, etc. Mental Health Counseling - Personal counseling that requires therapy should be referred to Mental Health Clinic with whom we should have agreement.

We should have an RN on campus at all times - with adequate facilities to handle normal emergencies.

Mental health counseling and referral should be continued and expanded to group counseling.

Definitely need a First Aid station of some sort. Do we have any first aid equipment on campus? This might be part of Health Education Department or Clinic of some sort.

Absolutely needed on campus.

ORIENTATION

Make sure our counselors hold sessions at the high school informing the students about the college. Orientation of new students should occur during late spring semester followed by registration during the summer and fall.

There should be a film on this as well as large general orientation meetings in the little theater as part of the counseling and registration procedure for entering freshmen. Students should write questions to send up to podium to be answered like we used to do it.

At end of H.S. term - Campus Day - group meeting, tour, lunch! Early in first term of N.C. - group meeting, tour, welcoming tea! Before opening of school term - open house - well publicized. Discussion of difficult areas; personal - OD counselor every hour and "Crisis" number with counselor immediately available on request and group sessions. Big Brother/Sister idea (worked in England). Academic - counselor and instructor - advisor.

B.O.C. and all other populations on specific dates satisfactory to high school and college.

Emphasis on the students to help! We are your best ambassadors.

More contact with high schools.

Before entering Napa College orientation week may be of service. A few days of speeches, workshops with BOC members, counselors, teachers. Bring the high school student to Napa College's activities on personal and academic areas if the student needs help and wants it he will find that help. If he doesn't he won't try. A service may help, but don't expect him/her to come.

I believe our system of meeting in groups with freshmen and then individual counseling helps in this direction. Handout up-to-date brochures is essential.

Maybe we could make some use of the Little Theater. Make use of audio-visual aids, etc. (I've suggested all this before so won't go into detail here.)

PERSONAL ISSUES

Increased confidence in academic ability can come from adequate instruction, tutoring by instructors and/or students and diagnosis and correction of learning disabilities. Confidence in vocational ability can come from adequate vocational testing, counseling, identification of goals and direction in achieving them. Personal confidence is likely to occur when academic, vocational, and social confidence is adequate.

The ways that Napa College can increase the levels of ability in the academic and personal level is fundamentally needed even at the high school level. If counselors or other administrators could encourage the high school student and the college student to be more confident in classes by one-to-one tutoring, small discussion sessions, visits to the high school, and through the psychology classes.

Academic - Personally supervised individual instruction with programmed text (positive reinforcement of small successful steps). Personal - personal counseling, Vocational - testing and counseling for matching interest and ability. Increase in evening session courses with good publicity such as that which advertised the evening program and later full page coverage.

Here again I favor the required one unit course. Wait a minute. Maybe instead of requiring it of entering students we could make it a graduation requirement. That would give them a chance to look around a bit and find an area of interest rather than pick at random. Take it any time they find something that fits their needs.

Coordinate with Interpersonal Growth Experiences.

Certainly could call it a course to be arranged and variable units of credit.

HOUSING

With school sponsored housing students would be close to the campus for activities, more out-of-city and out-of-state students would come to Napa College. School sponsered would be wiser at first than student sponsored. This housing (dorms, residential halls, etc.) must be available in the next 5 years at Napa College, make room for it.

Standards for acceptable housing should be developed and listed.

Listings of off campus housing definitely needs to be improved. More contact with community sources and a development of a resource file of possible housing needs to be done.

Coordinate with Financial Aids, vet, etc. Effort needed in this area. Plan ahead for college housing.

Boy, do we need it. Get some on campus!

Mr. Sal Gomez MDTA Director has often expounded on how this could be implemented. Suggest someone listen to his ideas on campus housing.

List of off campus housing.

Lists should be maintained in the Student Activities office.

The community should be involved in this.

Definitely need more of campus housing listings, maybe publicity via Register, radio to effect that we're looking for such. Make public aware. I don't think a community college our size should tackle school or student sponsered housing.

TRANSPORTATION

A car pool listing - a card filled out for those interested filing their study lists would serve as initial introduction - those interested would use this card file. Public buses - hourly bus service needed and 7 and 10 at night.

Make sure the buses keep running - we could use some means of transportation at night also.

Car pool lists could be developed during registration in student activities office and lists maintained there.

Bike trails and adequate bus service should be studied and findings implemented by the Ad Staff and Board of Trustees.

TRANSPORTATION - cont'd

There should be a central clearing house for students needing rides and others willing to give rides in student center. We should insist on better bike trails to the J.C.

Car pools listings would be simple. Seems to me bike trails and public buses involve the city planning.

TUTORIAL CENTER

There should be a central place where students needing help could drop in any time and there should be students and/or faculty available to help them. It would take a paid secretary to coordinate the program.

Beneficial! Make these centers available; but not mandatory. Napa College students tutors who receive credit or possibly money for their time. It will give more students jobs, more students will get experience if they plan to be teachers. Don't forget the teachers; they may want to tutor too.

Absolutely essential, close to mainstream of campus life, with close involvement of faculty with student even when CAI is used. The computer/program test can only assist us not do the job for us.

In conjunction with Learning Resource Development Center and Mrs. Terrace and Mrs. Hagedorn's classes.

Handle through BOC with faculty assistance.

Student pay for student's tutors.

Combine skills center with tutorial center.

N A P A C O L L E G E
February 4, 1972

Responses to Student Services Survey by Selected Populations

	TOTAL	First Time Day Students		Continuing Students	
	Important/Essential	Important/Essential	Extended Day	Important/Essential	Extended Day
Family Planning Counseling:					
Birth Control Information	86.2	90.0	90.0	97.0	94.1
Prenatal Care Information	78.6	90.0	90.0	91.2	88.9
Venereal Disease Information	91.1	92.8	90.0	97.1	84.1
Marriage Counseling	65.7	71.9	80.0	75.7	47.4
Health Services:					
First Aid Services Available	90.9	86.7	100.0	94.2	82.4
Health Insurance Counseling	62.6	73.3	72.2	58.8	47.1
Medical Counseling Including Effect of Drugs	85.8	89.7	83.3	88.2	88.2
Mental Health Counseling	77.0	70.0	73.7	70.5	77.8

Differences in responses from First time and continuing students and from day and extended day students are interesting and open to speculation concerning interpretation. If continuing extended day students represent an older age population as compared with a younger first time day student population, response to items concerning marriage counseling, and health insurance counseling are understandable. First time day students expressed less need for first aid services than continuing day students expressed. The reverse was true of extended day students. Reasons for this could be pursued with a survey of the question on these populations if this seems important

March 13, 1972

HEALTH EDUCATION QUESTIONNAIRE

1. Were the subjects of marriage, human sexuality, reproduction and birth control covered adequately for your needs? Yes - No

2. Would you take a 12-week course which covered just these subjects? Yes - No

3. Should individual counseling be available in any of these areas? If your answer is yes who should do the counseling? Counselors? Instructors? Others? Yes - No

4. Would clear, reliable printed material in any of these areas be useful to you? Where should such Information be located? Yes - No

5. Is referral to public agencies such as the local Health Department, Planned Parenthood or Mental Health adequate? Yes - No

Appendix VII

N A P A C O L L E G E
February 7, 1972

Report of February 4, 1972 Meeting of
Persons Concerned with Health Services at Napa College

Those Present: Dr. G. Clark, J. Gombers, J. Langenbach, V. Murdoff, C. Ray, H. Splain
G. Wallace, Dr. D. Wilson, D. Zylinski

Agenda: Question: What changes should be made in the present Health Services at Napa College?

What is available at present?

Health Education Classes - J. Langenbach
First Aid and Emergency Procedures - D. Zylinski
Mental Health Counseling and Referral Services - J. Henderson

How Well are these services functioning?

What should be added/modified?

First Aid? Grand Jury report 1970 - Student Services Survey, Quest. #9
Counseling to supplement information giving?
Mental Health?
Medical Counseling?
Family Planning?
Venereal Disease?
Marriage?
A campus health information/referral center?
An environmental health and safety office?
Outpatient clinic service?
Drug abuse center?

How should additions/modifications be implemented?

Community resources?
Present staff?

Outcomes:

Course content of Health Education Classes seem to be in accord with student interests.

Additional assessment of student needs could be obtained by polling Health Education Classes and by developing "Health Days" on campus.

Lectures in Health Education are announced in advance and often attract many students not enrolled in the course.

Mrs. Zylinski suggested that students not enrolled in nursing programs could attend lectures and discussions on topics of interest to them at any time. This will be more convenient when Allied Health Occupations programs are housed on campus.

Mr. Ray described pamphlets available to students which provide sound contraceptive information. It was decided racks should be placed several places on campus-cafeteria - library - Administration Building - to make Health Education material available to students.

Referrals for medical/dental attention for students unable to pay for these services are not available in Napa. Mrs. Zylinski suggested the Health Occupations Advisary Committee consider applying for a federal grant to provide this service for college students.

Emergency procedures for accidents seem to be working well. There seems to be no need for "band aid" services. High response to this item on the Student Service's Survey may reflect general reaction that "First Aid"is a good thing.